

Course Unit: **400358 – Adapted Occupation for Special Populations**

Year 3 Semester 2 ISCED Code: 0915 ECTS: 7,5

Type of Course Unit: Compulsory Delivery Mode: Face-to-face

Language of Instruction: Portuguese

COURSE COORDINATOR: Maria Raquel Rodrigues Santana

HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
112,5	50	25	-	-	-	-	-	-	37,5

Prerequisites (if applicable):

LEARNING OUTCOMES (knowledge, skills and competence)

In this course unit the student should demonstrate that it is able to:

- Identify and characterize the target population as well as taught approaches and benefits inherent in the occupational performance.
- List the occupations adapted to the modules already taught other units.
- Encouraging clinical reasoning through case studies.
- Identify the role of the occupational therapist in different policy contexts and in different populations.

CONTENTS

- Module I: Construction of low cost materials
- Module II: Communication pictographic systems - Therapeutic Resource
- Module III : Animal assisted therapy
- Module IV: Intervention in school context
- Module V: Intervention in early infancy
- Module VI : Intervention to inclusion
- Module VII: Approaches in structured units: TEACCH Model
- Module VIII: Multideficiency support units
- Module IX: Intervention in learning disorders

DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

Understanding the effects of health, disability, disease processes, degeneration to the person in the context of family and society.

Demonstrate knowledge of the impact of occupational dysfunction and the need for individuals / groups / organizations / people to participate in occupations to promote health and wellness.

Demonstrate the ability to scale and adapt tasks and occupations related to the different areas of performance.

Assess occupational performance contexts, considering the human, physical elements, materials, social, cultural, political, and

economic and according to the motivations and customer objectives.

Solve problems through logical thinking and critical analysis and creativity demonstrated ability to produce assertive conclusions and sustained decisions.

TEACHING METHODOLOGIES

Lectures and theoretical and practical. Interactive and lecture method, with slideshow and use of multimedia projector. Use case studies to promote the reasoning in clinical practice. Search online. Problem-solving methodology (PBL)

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

The course "Occupation Adapted for Special Populations" defines and develops new approaches and methodologies in occupational therapy that can be applied to specific populations.

It identifies and describes specific populations, approaches, objectives, occupational therapy, and implementation of the intervention effects on work performance within each specific population.

Concepts related to specific diseases with dysfunction of occupational performance and benefits of the new approach taught.

EVALUATION METHODS

Construction and presentation of low cost material; construction and presentation of the video directed to a therapeutic intervention with a specific target population - minimum admissible rating of 8 points. Course Unit (CU) approval: minimum grade of 10 points, in the weighted average of the evaluation tests. Only the final CU classification is obtained by rounding.

Final Assessment in Normal Season (NS) - Applies to students who do not opt for CA (same type of evaluation methods; minimum admissible rating: 10 points for each evaluation method). Only the final CU classification is obtained by rounding.

Final Assessment at Resource Season (RS) - Applies to students who have not passed CA and Final Assessment in NS (same type of evaluation methods; minimum admissible rating: 10 points for each evaluation method). Improvements are contemplated in Final Assessment at RS.

MAIN BIBLIOGRAPHY

Cavalcanti, A., & Galvão, C. (2007). *Terapia Ocupacional – Fundamentação & Prática*. Rio de Janeiro: Guanabara Koogan.

Coelho, D. (2014). *Dificuldades de aprendizagem específicas: dislexia, disgrafia, disortografia e discalculia*. Porto : Areal

Case Simth J., & O'Brien, J. (2015). *Occupational Therapy for children and adolescents*. (7th edition). Elsevier.

Correia, M. (2014). *Autismo e atraso de desenvolvimento: um estudo de caso / Miguel Correia.Lordelo (Paredes): Fundação A Lord*

Direção Geral de Educação. (2015). *Necessidades especiais de educação: o terapeuta ocupacional em contexto escolar*. Estoril: autor

Ferreira, R., & Santos, M. (2013). *Dislexia : atividades práticas de intervenção*. Porto : Porto Editora

Mulligan, S. (2014). *Occupational therapy evaluation for children, a pocket guide*. Philadelphia: Wolters Kluwer. r.

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